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ABSTRACT

This manual provides materials for planning and conducting a teacher training workshop on the use of multimedia curriculum aids developed by St. Paul Public Schools to inform elementary and secondary students about the status, needs, and contributions of American women of color (specifically, American Indians, Asian Americans, Blacks, and Hispanics). A general introduction discusses the contents of the manual; how to define a target group; personnel needed for implementing a workshop; facilities, equipment, and resources needed; participant involvement; processes and methods to be used in conducting a workshop; guidelines for workshop leaders; and workshop evaluation. Next, following a summary sheet and workshop agenda for leaders, outlines of sequential workshop components for step-by-step implementation in a two-day workshop are presented. Each component is outlined in respect to objectives, required materials, suggested procedures (both content and activities), and time schedules. Finally, an annotated bibliography on women of color is provided. (KH)

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Teacher Training Manual
For Using Multi-Media Curriculum Aids On Minority Women

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Teacher's Guide For MINORITY WOMEN
Nancy
Teacher's Guide For Hispanic Women Poster Set
U.S. Department of Education
DESIGNER
Teacher's Guide For Elementary Multi-Media Curriculum Kit On Black Girls
U.S. Department of Education

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DEVELOPING MULTI-MEDIA CURRICULUM AIDS FOR TEACHING ABOUT MINORITY WOMEN

Teacher Training Manual for Using Multi-Media Curriculum Aids on Minority Women

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INTRODUCTION

"Developing Multi-Media Curriculum Aids for Teaching About Minority Women" was a two-year project (1979-81) funded by the Women's Educational Equity Act Program, U.S. Department of Education. It was based on the needs for students to understand the status, needs, and contributions of American women of color, i.e., American Indian, Asian American, Black, and Hispanic, and for teachers to have materials and assistance in teaching relevant aspects of history, culture, and contributions of these women in their classrooms. The purpose of the project was to develop multi-media curriculum aids for teaching about the four groups of minority women in a variety of subject areas in elementary and secondary curriculum systems.

The work and commitment of many people is represented in this project. Although housed within the St. Paul Public Schools, educators from suburban and urban school districts throughout the state were involved in the field testing of the multi-media curriculum aids. Through their efforts, a variety of materials were developed for use in elementary and secondary classrooms. These materials include four elementary kits, one on each group of minority women, a secondary booklet on minority women in math and science, secondary poster sets on young minority females and their role models, one filmstrip on a minority woman, and an in-service training manual for preparing teachers to use the multi-media curriculum aids.

The following publication provides a workshop model -- design and materials -- that may be used by education agencies in designing and conducting workshops to assist educational personnel in using the multi-media curriculum aids which have been developed by this project. The workshop model provides information on the four groups of minority women, review of curriculum materials, and time for adapting the lesson plans in the curriculum guides for use in one's own classroom.

The workshop model utilizes the materials developed by the project, "Developing Multi-Media Curriculum Aids for Teaching About Minority Women." They include:

- Teacher Training Manual
- Elementary Materials on Minority Women:
  - Elementary Multi-Media Curriculum Kit on American Indian Girls
  - Elementary Multi-Media Curriculum Kit on Asian American Girls
  - Elementary Multi-Media Curriculum Kit on Black Girls
  - Elementary Multi-Media Curriculum Kit on Hispanic Girls
- Secondary Materials on Minority Women
  - Minority Women in Math and Science and teacher's guide
  - American Indian Women Poster Kit
  - Asian American Women Poster Kit
  - Black Women Poster Kit
  - Hispanic Women Poster Kit

The Teacher Training Manual for Using Multi-Media Curriculum Aids on Minority Women is organized so that personnel with prior experience in human relations and workshop development will be able to implement the actual workshop. Included are actual outlines of sequential workshop components to be implemented step by step in a two-day workshop. Each component is outlined

in respect to objectives, required materials, suggested procedures (both content and activities), and time schedules:

Objectives state the specific outcomes or overt changes which are expected to result from participation in the various components. Section A of each outline contains the objectives.

Materials include handouts and readings. Included in each workshop component section are reference materials and worksheets required for implementing activities. Section B of each outline lists materials for workshop leaders and participants.

Procedures, contained in Section C, include both content material and directions for activities.

Time schedules are outlined in Section D. The minimum amount of time required for completion of a specific component is given.

When appropriate, references are listed in Section E. Such references would provide in-depth information on specific topics to workshop personnel.

Who is the Target Group?

The workshop on the use of the multi-media curriculum aids on minority women is intended primarily for elementary and secondary school teachers. However, administrators can benefit from it, since they have an important role to play as instructional leaders in providing a supportive climate in which culturally diverse non-sex-biased curriculum can be taught by teachers to students. Participants should have some prior knowledge of sexism, racism, and minority women. It is also helpful if they have taught or are teaching culturally diverse non-sex-biased curriculum.

Workshop leaders or planners should carefully review the general objectives of the workshop model as well as the specific objectives for each workshop component to ensure their relevance and appropriateness to the needs of their educational agency or institution and the intended workshop target group.

Personnel Needed for Implementing a Workshop

A critical factor in the implementation of the workshop model is the selection and utilization of personnel. The model has been designed for use by personnel of varying backgrounds, but several points should be considered in selecting workshop personnel who will be implementing the model.

- Workshop personnel should have both content and process expertise. Content expertise includes a knowledge of sex discrimination, race discrimination, and their implications for minority women;

the histories, cultures, contributions, and concerns of the four groups of minority women; curriculum development skills for developing lesson plans on minority women; and resources and materials on minority women. Process expertise is inclusive of a knowledge of group dynamics such as patterns of communications, decision-making procedures, task and maintenance functions, group roles, goal setting, and skills in group processing and training.

- The ideal composition of the workshop team should include both females and males who represent various racial and ethnic groups and who can collectively address both theoretical and practical issues.

- The personal styles, expertise, and skills of workshop personnel team members should complement one another and accommodate the diversity of workshop participants.

- One or two persons should be assigned the responsibility of providing continuity and direction throughout the workshop. In addition, all other workshop personnel should be clearly aware of their responsibilities in advance of the implementation of a workshop. Each person must prepare for and be thoroughly familiar with the activities for which she/he is responsible.

It is expected that the workshop model will be most effectively implemented by leaders who themselves have completed some training in the workshop components developed by the project, "Developing Multi-Media Curriculum Aids for Teaching About Minority Women."

Facilities, Equipment, and Resources Needed for the Implementation of a Workshop

The workshop requires one room large enough to accommodate all participants. If participants are a mixture of elementary and secondary teachers, then two rooms are required for the second day of the workshop. Moveable chairs and tables are desirable in order to facilitate grouping and regrouping of participants. Facilities should be well lighted, well ventilated at a comfortable temperature, and within access of restroom facilities. Arrangements for appropriate facilities should be done in advance of the workshop.

In addition, equipment utilized in the workshop should be obtained and tested in advance of the workshop to ensure that workshop personnel know how to utilize them. A variety of workshop equipment can be used: newsprint and felt pens, chalkboards and chalk, or overhead projectors and acetate transparencies. A filmstrip projector and cassette player are essential for the viewing of the filmstrips on minority women.

Handouts and readings which are crucial to the implementation of the workshop model are contained in each workshop, they should be distributed to workshop participants as they reinforce workshop themes, learnings, and participation.

Participant Involvement in the Workshop

Due to the nature of the workshop model, workshops should have voluntary participation as opposed to mandatory participation. Participants should be notified in sufficient time to allow for personal planning and for clarification of any questions regarding participation.

Involvement of participants in workshop planning activities is optional. However, it is recognized that such involvement is conducive to establishing a positive workshop climate. One method of doing this is conducting a needs assessment with participants to determine areas to be emphasized during the workshop. Such a needs assessment would also serve to introduce participants to basic workshop issues. Other strategies include keeping participants informed of the planning process and requesting their assistance in obtaining workshop facilities, equipment, and reproducing workshop materials.

It should be noted that the workshop model does not outline procedures for involvement of participants prior to the workshop. The decision to involve or not to involve should take into consideration factors such as size, structure, and climate of one's own particular institution.

Processes and Methods to be Used in Conducting a Workshop

Procedures and methods suggested in the various workshop components have been developed with the following points in mind:

a. They provide a mixture of affective, cognitive, and experiential activities.

b. They follow a logical progression from enhancing awareness to skills development.

It is suggested that deviation from suggested workshop procedures and methods be done only if workshop personnel have considerable experience in the area of workshop development and human relations training.

The cognitive objectives of the workshop model require the use of lecturettes and the question-answer process while the skill objectives rely on practice activities which participants do individually as well as within small groups. The activities and sequence outlined in this manual have been field tested successfully with many groups.

In regard to activities, the most commonly used techniques in the workshop components are:

a. Pairing: working with another person as partners to discuss a topic or complete a task. Pairing individuals can be random, i.e. each person finds another person to work with, or assigned by workshop personnel.

b. Small group discussion: breaking a group of participants into small groups. Depending on the size of a group, small groups can range from three to five persons to eight to ten persons. Basically, this technique enables all members to actively participate in discussing a topic or completing a task.

c. Brainstorming: having a group randomly suggest ideas without any criticism. While ideas are being verbalized, one member acts as a recorder and writes them down. This technique is used to bring out new ideas and creativity of thought. It is essential that individuals understand that they are not to criticize any ideas which are suggested until after the brainstorming session is done.

Guidelines for Workshop Leaders

Workshops dealing with issues of sexism and racism often involve participants in the questioning of their beliefs about themselves, minority people, and their relationships with minority and non-minority persons/groups. Individuals dealing with these issues may have negative feelings about minority people and their own role in providing equal educational opportunities to all students. These feelings may be due to negative past experiences or lack of exposure to the issues involved in the sample workshop. If the target population is voluntary, minimal resistance can be expected. However, it is of crucial importance that workshop personnel understand that these reactions are to be expected and how to handle them in positive, constructive ways.

Workshop leaders should remember that changes in knowledge, attitudes, and skills require time and continued support. Before new ideas can be accepted, individuals must move through a process of exploring, understanding, and acting on them. Leaders should not interpret rejection of new ideas by participants as a personal rejection of them.

Responses which should be avoided by workshop personnel include:

a. Defensiveness: expressing through behaviors or words that an attack has been made against one's personal ability and/or adequacy.

b. Rejection of the group: categorizing an individual or group as "hopeless."

c. Avoidance of the issues: omitting relevant controversial issues rather than considering them when raised by participants. If workshop leaders cannot answer questions, they should exhibit willingness to help participants obtain information and/or assistance from other sources.

d. Autocratic control of the group: pressing the group ahead in spite of its present needs or ability to deal with some of the issues such as providing little time for small-group discussion or an overscheduled workshop agenda.

Group processing skills are important in focusing on what is going on in a group and trying to understand it. To promote the desired interaction between group members during a workshop component, workshop personnel should model direct communication by expressing themselves clearly and concisely, making "I" statements which reflect statement ownership, listening attentively, attending non-verbally to group members (i.e., maintaining eye contact), and giving direct feedback.

Workshop personnel can facilitate interaction among group members by clarifying and summarizing, redirecting comments to group members, reinforcing desired behaviors, and making appropriate interventions to maintain the focus of the group discussion. In addition, the arrangement of chairs and/or tables in circular, rather than straight rows, promotes involvement of and interaction among group participants.

During the workshop, leaders should work to maintain a climate where participants feel comfortable in expressing questions, feelings, and opinions. Such expressions are crucial to the development of lesson plans whereby participants will transfer knowledge of minority women to their students. A non-judgmental approach is necessary and also provides a modeling approach for participants to use with others in dealing with issues brought up during the workshop.

Workshop personnel should avoid creating defensiveness on the part of participants. They should be aware of both verbal and non-verbal behaviors, listen attentively, clarify statements and comments of participants, and express themselves clearly and concisely. Interaction among group members should be facilitated so that they can begin to support one another, share their ideas with one another, and reinforce desired behaviors. Whenever possible, concrete information, materials, and examples should be provided to participants. Throughout the workshop, it is important that workshop leaders provide support and assistance to participants and that the latter <u>feel</u> their support and assistance.

Evaluation of the Workshop

Since this workshop has been designed as an introductory experience with limited objectives, it is important that some assessment of workshop activities be made. This process facilitates participants in evaluating their experiences and diagnosing needs for follow-up workshops and activities. A sample workshop evaluation form is included in this manual. Its purposes are to assess the usefulness of workshop activities to participants, to ascertain workshop outcomes for participants, and to assess needs for further information and skills.

Ideally, this workshop will provide a mechanism of initiating further in-service on integrating cultural diversity into-non-sex-biased curriculum. It can be followed up by such activities as in-depth sessions on each group of minority women, continuing skills development for developing lesson plans and teaching about minority women, by the implemention of special projects such as participants developing their own multi-media curriculum aids for teaching about minority women, by special recognition programs for participants who have used the multi-media curriculum aids and taught lesson plans, and by continuing efforts to identify staff development needs relevant to integrating cultural diversity into non-sex-biased curriculum.

It should be noted that extensive evaluation was done on "Developing Multi-Media Curriculum Aids for Teaching About Minority Women" and its activities. For information about reports, the Women's Educational Equity Act Program, U.S. Department of Education, should be contacted.

IMPLEMENTING A WORKSHOP ON
USING MULTI-MEDIA CURRICULUM AIDS FOR
TEACHING ABOUT MINORITY WOMEN:
LEADER SUMMARY SHEET

Workshop population: Educational staff including administrators and instructional staff; levels K-12.

Workshop objectives:

1. Participants will be able to increase their awareness of minority women, i.e., American Indian, Asian American, Black, and Hispanic, and their histories, cultures, and contemporary concerns.

2. Participants will be able to increase their skills for assessing their curriculum materials.

3. Participants will be able to develop lesson plans for utilizing the curriculum aids on minority women in their classroom curricula.

Materials needed for distribution:

- "Workshop Objectives and Agenda"
- "Biographical Sketch" -- worksheet
- "Definitions" -- reference material
- "Materials Assessment Exercise" -- worksheet
- "Analyzing Racism and Sexism in Student Materials" -- worksheet
- "Alternative Language Exercise" -- worksheet
- "Alternative Language Rationale" -- reference material
- "Guidelines for Non-Racist, Non-Sexist Books" -- reference material
- Elementary Multi-Media Curriculum Kits on American Indian, Asian American, Black, and Hispanic Girls
- Secondary Multi-Media Curriculum Aids:
  Poster Kits on American Indian, Asian American, Black, and Hispanic Women

  Minority Women in Math and Science
- "Lesson Plan Format -- Definitions" -- reference material
- "Lesson Plan Format" -- worksheet
- "Workshop Evaluation Form"
- Pencils/pens and notepaper

Workshop leader preparation:

- Review basic concepts related to sexism, racism, culture, biculturalism, and their effects on minority women.
- Review basic knowledge of the four groups of minority women and their histories, cultures, and contemporary concerns.
- Review all workshop activities.
- Review lecture materials and adapt lectures to accommodate leader's style and/or unique group needs.
- Prepare charts for lecture and workshop components as necessary.
- Duplicate materials needed for distribution during the workshop. (Workshop folders can be prepared for participants.)
- Prepare display of teaching materials for culturally diverse non-sex-biased curriculum.

Participant preparation: Each participant should bring two textbooks used in one's classroom.

Time requirement: Seven hours of workshop time per day with a one-hour lunch.

Group size: Flexible. However, it is suggested that, due to the lesson plan development procedures, a leader-participant ratio of one leader to ten participants be maintained.

Facilities: Large meeting room, preferably with moveable chairs and tables. If both elementary and secondary teachers are being in-serviced, an additional room will be needed on the second day.

Equipment:

- Chalkboard, newsprint, and felt pens.
- Filmstrip projector and cassette player.
- Overhead projector and acetate transparencies, if needed.
- Microphone, if needed.

Workshop materials:

- Filmstrips on minority women and Filmstrip User's Guide. Women's Educational Equity Act Program, U.S.O.E., Integrating Cultural Diversity into Non-Sex-Biased Curriculum, 1979. (Available from EDC, 55 Chapel Street, Newton, Massachusetts 02160.)

WORKSHOP AGENDA FOR LEADERS

Day I:		Approximate Minutes
8:00 a.m.	Coffee, registration, materials display.....	30
8:30 a.m.	I. Opening Comments . Welcome and introductions . Purposes of workshop . Overview of the two days' activities.....	10
8:40 a.m.	II. Getting Acquainted Exercise . Individual completion..... . Exchange with partner..... . Group exchange.....	5 5 25
9:15 a.m.	III. Terminology/Definitions . Introduction..... . Group discussion.....	5 15
9:35 a.m.	IV. American Indian Women . Introduction..... . Filmstrip..... . Group discussion.....	5 10 15
10:05 a.m.	Break	
10:15 a.m.	V. Materials Assessment Exercise . Individual completion..... . Small group sharing..... . Small group work..... . Large group discussion.....	15 10 10 10
11:00 a.m.	VI. Asian American Women . Introduction..... . Filmstrip..... . Group discussion.....	5 10 15
11:30 a.m.	VII. Criteria for Assessing Curriculum Materials . Individual completion..... . Small group discussion.....	15 15
12:00 noon	Lunch	
1:00 p.m.	VIII. Alternative Language Exercise . Individual completion..... . Small group discussion..... . Large group discussion.....	10 30 20

		Approximate Minutes
2:00 p.m.	IX. Black Women	
	. Introduction.....	5
	. Filmstrip.....	10
	. Group discussion.....	15
2:30 p.m.	X. Lesson Plan Format	
	. Review of lesson plans.....	10
	. Group discussion.....	20
3:00 p.m.	XI. Hispanic Women	
	. Introduction.....	5
	. Filmstrip.....	15
	. Group discussion.....	10
3:30 p.m.	Summary/Review of day's activities and adjournment.....	5

Day II: Elementary Teachers		Approximate Minutes
8:00 a.m.	Coffee.....	30
8:30 a.m.	I. Materials Review	
	. Introduction.....	5
	. Books/filmstrip.....	35
	. Teacher's guides.....	20
9:30 a.m.	II. Lesson Planning	
	. Expectations.....	10
	. Format.....	10
	. Individual work.....	115
11:45 a.m.	Lunch	
12:45 p.m.	II. Lesson Planning (continued)	
	. Individual work.....	75
2:00 p.m.	III. Constructive Sharing	
	. Individual presentations.....	30
	. Group discussion.....	30
3:00 p.m.	IV. Workshop Evaluation and Summary.....	15

Note: A morning break is not reflected in this agenda. However, it can be taken during the "Lesson Planning" session at the workshop leader's discretion.

Day II: Secondary Teachers		Approximate Minutes
8:00 a.m.	Coffee.....	30
8:30 a.m.	I. Materials Review	
	. Minority Women in Math and Science.....	20
	. Poster portfolio sets.....	20
	. Teacher's guides.....	20
9:30 a.m.	II. Lesson Planning	
	. Expectations.....	10
	. Format.....	10
	. Individual work.....	115
11:45 a.m.	Lunch	
12:45 p.m.	II. Lesson Planning (continued)	
	. Individual work.....	75
2:00 p.m.	III. Constructive Sharing	
	. Individual presentations.....	25
	. Group discussion.....	35
3:00 p.m.	IV. Workshop Evaluation and Summary.....	15

Note: A morning break is not reflected in the agenda. However, it can be taken during the "Lesson Planning" session at the leader's discretion.

DAY I

I. OPENING COMMENTS

A. Purposes of the activity:

- To provide an overview of the goals of the workshop, the sponsorship of the workshop, and the activities of the workshop.
- To introduce workshop leaders and other key individuals.
- To establish an open, informal atmosphere.

B. Materials:

For workshop leader use:

"Workshop Objectives"
"Workshop Agenda for Leaders"

For distribution to participants:

"Workshop Objectives and Agenda"

C. Procedures: Welcoming comments, introductions, review of objectives and agenda.

1. Welcoming comments:

The participants should be welcomed to the workshop and presented with its general purpose. If the workshop is an activity that is sponsored by a local education agency, it may be useful to have the superintendent or curriculum director give the welcoming comments and indicate the significance of the workshop in the agency's efforts to provide women's equity in education. Some attempts should be made to ensure all participants understand how this workshop model was developed under the auspices of the Women's Educational Equity Act Program. Such comments might include:

> "'Developing Multi-Media Curriculum Aids for Teaching About Minority Women' was a two-year project funded by the Women's Educational Equity Act Program, U.S. Department of Education. The project was founded on the premises that students need to understand the status, needs, and contributions of American women of color, i.e. American Indian, Asian American, Black, and Hispanic, and for teachers to have materials and assistance in teaching relevant aspects of history, culture, and contributions of these women in their classrooms. The purpose of the project was to develop multi-media curriculum aids for teaching about the four groups of minority women in a variety of subject areas in elementary and secondary school systems.

"Among the products developed by this project to meet those needs are this workshop model outline and materials for training teachers in the use of the multimedia curriculum aids on minority women. We will be working with the aids tomorrow."

2. After the welcoming comments, the workshop leaders and persons with primary responsibilities during the day should be introduced to the total group. Introductions should be brief and focused on information that is relevant to the persons' qualifications for carrying out their workshop responsibilities.

3. The objectives of the workshop and the agenda should be reviewed. Efforts should be made to explain that the first day focuses on increasing awareness about minority women and review of curriculum materials. The second day focuses on using the curriculum aids in one's own classroom.

4. Clarify the term, "women of color," by explaining that the four minority groups of women which the workshop focuses on are: American Indian, Asian American, Black, and Hispanic. These groups of women are the only ones in the United States who are faced with the discrimination on the basis of both their race and sex. The terms, "minority women" and "women of color" will be used interchangeably during the workshop. Both terms are preferred over that of "colored women."

American Indian women:
Women who are United States citizens and are descendents of the original inhabitants of North, Central, and South America and the Caribbean Islands. They may be listed on an American Indian tribal roll.

Asian American women:
Women who are United States citizens, and who are of Asian ancestry. Some Asian locations, are Japan, China, the Philippine Islands, the Pacific Islands, Korea, Southeast Asia, and East India.

Black women:
Women who are United States citizens and who are of African, Caribbean, and Oceanic Islands ancestry.

Hispanic women:
Women who are United States citizens, and who are of Mexican, Central American, South American, Caribbean (including Puerto Rican and Cuban), and Spanish ancestry.

It should be noted that there are large numbers of women of Asian/Pacific descent and Hispanic descent who are recent immigrants such as permanent resident aliens, refugees, and other persons permanently residing under the color of the law. These persons are entitled to protection and rights under the Constitution

D. Time required: 10 minutes.

USING MULTI-MEDIA
CURRICULUM AIDS FOR
TEACHING ABOUT MINORITY WOMEN

Workshop Objectives:

1. Participants will be able to increase their awareness of minority women, i.e. American Indian, Asian American, Black, and Hispanic, and their histories, cultures, and contemporary concerns.

2. Participants will be able to increase their skills for assessing their curriculum materials.

3. Participants will be able to develop lesson plans for utilizing the curriculum aids on minority women in their classroom curricula.

Workshop Agenda:

Day I

8:00 a.m.	Registration, coffee, materials display
8:30 a.m.	I. Introduction and Overview
8:40 a.m.	II. Getting Acquainted Exercise . Individual completion . Exchange with partner . Group exchange
9:15 a.m.	III. Terminology/Definitions . Introduction . Group discussion
9:35 a.m.	IV. American Indian Women . Introduction . Filmstrip . Group discussion
10:05 a.m.	Break
10:15 a.m.	V. Materials Assessment Exercise . Individual completion . Small group sharing . Small group work
11:00 a.m.	VI. Asian American Women . Introduction . Filmstrip . Group discussion
11:30 a.m.	VII. Criteria for Assessing Curriculum Materials . Individual completion . Small group discussion . Large group discussion

12:00 noon	Lunch
1:00 p.m.	VIII. Alternative Language Exercise . Individual completion . Small group discussion . Large group discussion
2:00 p.m.	IX. Black Women . Introduction . Filmstrip . Group discussion
2:30 p.m.	X. Lesson Plan Format . Lesson plan format - definitions . Review lesson plans . Group discussion
3:00 p.m.	XI. Hispanic Women . Introduction . Filmstrip . Group discussion
3:30 p.m.	Summary/Review of day's activities and adjournment

Workshop Agenda:

Day II: Elementary Teachers

8:00 a.m.	Coffee
8:30 a.m.	I. Materials Review . Introduction . Books/filmstrip . Teacher's guides
9:30 a.m.	II. Lesson Planning . Expectations . Format . Individual work
11:45 a.m.	Lunch
12:45 p.m.	II. Lesson Planning (continued) . Individual work
2:00 p.m.	III. Constructive Sharing . Individual presentations . Group discussion
3:00 p.m.	IV. Workshop Evaluation and Summary

Workshop Agenda:

Day II: Secondary Teachers

8:00 a.m.	Coffee
8:30 a.m.	I. Materials Review . Minority Women in Math and Science . Poster portfolio sets . Teacher's guides
9:30 a.m.	II. Lesson Planning . Expectations . Format . Individual work
11:45 a.m.	Lunch
12:45 p.m.	II. Lesson Planning (continued) . Individual work
2:00 p.m.	III. Constructive Sharing . Individual presentations . Group discussion
3:00 p.m.	IV. Workshop Evaluation and Summary

II. GETTING ACQUAINTED EXERCISE

A. Purposes of the activity:

- To introduce participants to one another.
- To establish workshop norms for active individual involvement and group sharing.

B. Materials:

For workshop leader use:

"Biographical Sketch"

For distribution to participants:

"Biographical Sketch"
Pens/pencils

C. Procedures: Individual completion of exercise. Pair off participants. Each pair becomes acquainted with one another, and, in turn, introduces each other to the entire group.

1. Suggested introduction:

> "In order to 'break the ice' and find out a little about each participant, we would like you to take out of your folders the activity sheet entitled, 'Biographical Sketch.'
>
> "Please spend five minutes completing this sheet. You will then pair up with another person and share each other's sketch so that you can introduce that person to the group."

2. After participants have individually completed the worksheet, have each one pair off with someone whom they do not know very well. Five minutes should be alloted for this.

3. Each participant is to introduce her/his partner to the group.

4. After introductions are completed, the leader should summarize this activity by noting that the last two questions about race and sex are addressed in the multi-media curriculum aids on minority women.

D. Time required: 40 minutes.

BIOGRAPHICAL SKETCH

NAME:

SCHOOL:

FAMILY:

TYPE OF JOB:

INTERESTS:

AN IMPORTANT EVENT THAT HAPPENED TO YOU BECAUSE OF YOUR SEX:

AN IMPORTANT EVENT THAT HAPPENED TO YOU BECAUSE OF YOUR RACE:

III. TERMINOLOGY/DEFINITIONS

A. Purposes of the activity:

- Each participant will be able to use acceptable terminology when discussing minority people.
- Each participant will be able to use the basic definitions found in the curriculum aids.

B. Materials:

For workshop leader use:

"Definitions"

For distribution to participants:

"Definitions"

C. Procedures: Individual reading of the definitions and group discussion of the definitions.

1. Suggested introduction:

> "In working with and teaching about minority people, it is important to be aware of and use accepted terminology. Also, it is important to teach your students proper terminology. The terminology used in this workshop and in the curriculum aids is generally acceptable.
>
> "There are eight terms which appear over and over again in the multi-media curriculum aids on minority women. We will now take some time to review them. The definitions of these terms have been taken from a variety of sources on multi-cultural education.
>
> "Please take the definition sheet out of your workshop folders and read the first four definitions."

2. After participants have read the definitions, allow time for questions or comments.

> Are there any questions or comments on the definitions? Does anyone anticipate any problems in using or teaching these terms?

3. After discussion, continue:

> Every minority person you come in contact with may not agree with this terminology. If this occurs, use that person's stated preference. Remember that these terms are "umbrella" terms, and, if the specific heritage is known, that should be used. Examples:

Winnebago rather than American Indian, Puerto Rican rather than Hispanic, Chinese American rather than Asian American, and so on.

4. Have participants read the remaining four definitions. After participants have read these definitions, continue:

   Are there any questions or comments? Does anyone anticipate any problems in using or teaching these terms?

5. After discussion, the leader should summarize this activity, noting that these terms and definitions are used throughout the multi-media curriculum aids on minority women and the teacher's guides. Request them to save this sheet and refer back to it whenever necessary.

D. Time required: 20 minutes.

DEFINITIONS

American Indian women/girls:
Women/girls who are United States citizens and are descendents of the original inhabitants of North, Central, and South America and the Caribbean Islands. They may be listed on an American Indian tribal roll.

Asian American women/girls:
Women/girls who are United States citizens* and who are of Asian ancestry. Some Asian locations are Japan, China, the Philippine Islands, the Pacific Islands, Korea, Southeast Asia, and East India.

Black women/girls:
Women/girls who are United States citizens and who are of African, Caribbean, and Oceanic Islands ancestry.

Hispanic women/girls:
Women/girls who are United States citizens* and who are of Mexican, Central American, South American, Caribbean (including Puerto Rican and Cuban), and Spanish ancestry.

Biculturalism:
The ability to participate in and move between two, often very diverse, cultures with ease and respect.

Discrimination:
To make a distinction as in favor of, or against, a person or persons on the basis of race and/or sex rather than on individual merit.

Double bind (double jeopardy):
The situation of minority women in the United States where they are discriminated against on the basis of both sex and race.

Stereotype:
A set image or conception held by, or applied to, members of a certain group.

* There are large numbers of women of Asian/Pacific descent and Hispanic descent who are recent immigrants such as permanent resident aliens, refugees, and other persons permanently residing under the color of the law. These persons are entitled to protection and rights under the Constitution.

IV. AMERICAN INDIAN WOMEN

A. Purpose of the activity:

- Each participant will be able to discuss the past and present status of American Indian women.

B. Materials:

For workshop leader use:

Filmstrip projector and cassette player
User's guide and filmstrip, American Indian Women

C. Procedures: View filmstrip and discuss.

1. Suggested introduction:

"Throughout the day, we will be showing you filmstrips on minority women. These filmstrips were developed by another Women's Educational Equity Act (W.E.E.A.) project, 'Integrating Cultural Diversity into Non-Sex-Biased Curriculum.' Each filmstrip provides an overview of the history, roles, stereotypes, and contemporary issues and concerns of a minority female group.

"The first filmstrip is on American Indian women. You may want to take notes or write down any ideas for use in developing lesson plans using the multi-media curriculum aids on minority women."

2. Show the filmstrip, American Indian Women.

3. Discussion questions can be found in the user's guide that accompanies the filmstrip. In addition, participants may want to raise their own questions and share comments.

4. If time allows, ask participants if they have any ideas for classroom activities.

D. Time required: 30 minutes.

E. Reference:

Filmstrip User's Guide. Women's Educational Equity Act Program, U.S.O.E., Integrating Cultural Diversity into Non-Sex-Biased Curriculum, 1979. (Available from EDC, 55 Chapel Street, Newton, Massachusetts 02160.)

V. MATERIALS ASSESSMENT EXERCISE

A. Purposes of the activity:

- Each participant will be able to state several reasons why he/she should teach about minority women.
- Each participant will be able to state several ways textbooks could be improved in regard to minority women.

B. Materials:

For workshop leader use:

"Materials Assessment Exercise"

For distribution to participants:

"Materials Assessment Exercise"
Newsprint and markers
Pens/pencils

C. Procedures: Individual completion of exercise. Divide into two smaller groups. Discuss findings. Brainstorm and discuss reasons why it is necessary to teach about minority women. Brainstorm and discuss ways to improve textbooks and/or curriculum regarding minority women.

1. Suggested introduction:

"This session is one of three that will focus on increasing skills for assessing curriculum materials for stereotypes, distortions, and omissions. The other two will focus on criteria for assessing materials and use of non-sexist, non-racist words.

"Why is it necessary to teach about women of color? If your student population is racially mixed, you know at least one reason why you should teach about minority women. At the end of this session, everyone should be able to identify several reasons why we should teach about minority women.

"Please take the materials assessment exercise out of your workshop folders. Using the textbook you brought from your school, work through the exercise individually. The exercise is self-explanatory. At the end of fifteen minutes, we will break into two groups, where we will share and discuss our findings. After we have shared some of our findings, each group should think of reasons why we should teach about minority women and ways to improve textbooks and curriculum regarding minority women. Please pick a recorder for each group and make the lists on newsprint so everyone can see. After the small group discussion, we will come back to the large group and share our lists."

2. Allow fifteen minutes for individual completion. Divide into smaller groups. (If elementary and secondary teachers are present, they should divide into separate groups.)

   Now that you have completed the exercise, I would like three or four people to share their findings and show or read examples from their textbooks.

3. Due to time constraints, only a few persons will be able to share their findings.

4. After discussion, choose a recorder and continue with:

   Now that we have discussed our textbooks, please think of reasons why we should teach about minority women. Our recorder will write them down.

5. Allow time for brainstorming and recording of ideas.

6. "Next, I'd like you to think of some ways that teachers could improve textbooks and curriculum in regards to minority women."

7. Allow time for brainstorming and recording of ideas. The small groups should then reassemble.

8. "You have had a chance to review your findings in the small groups. Will the recorder from each group please share the ideas from their group?"

9. Allow time for comparing the lists and questions or comments. The leader should then conclude by noting that "Developing Multi-Media Curriculum Aids for Teaching About Minority Women" has done some of the things that were mentioned and that they will see the results tomorrow.

D. Time required: 45 minutes.

MATERIALS ASSESSMENT EXERCISE

TEXTBOOK TITLE:_____

SUBJECT:_____ GRADE LEVEL:_____

1. How many chapters or units focus on women/girls? Are they historical (H) or contemporary (C) women?_____

2. How many chapters or units focus on minority women/girls? Are they historical (H) or contemporary (C)?_____

3. How many pages mention minority women/girls?_____

   List the page numbers on which minority women/girls are mentioned and note historical (H) or contemporary (C).

4. List the names of minority women/girls mentioned and note historical (H) or contemporary (C).

5. List the page numbers on which minority women/girls are pictured. Are they the main figures in the illustration? Are they historical or contemporary?

Page number	Historical/Contemporary	Main Figures (yes/no)

6. List the occupations of the minority women mentioned.

7. List the activities of the minority women/girls mentioned or pictured.

8. Analysis of findings:

		American Indian	Asian American	Black	Hispanic
A.	Question #2 Historical				
	Contemporary				
	Total				
B.	Question #3 Historical				
	Contemporary				
	Total				
C.	Question #5 Historical				
	Contemporary				
	Total				

VI. ASIAN AMERICAN WOMEN

A. Purpose of the activity:

. Each participant will be able to discuss the past and present status of Asian American women.

B. Materials:

For workshop leader use:

Filmstrip projector and cassette player
User's guide and filmstrip, Asian American Women

C. Procedures: View filmstrip and discuss.

1. Introduce the filmstrip, Asian American Women. Remind participants to take notes or write down ideas to be used in developing lesson plans using the multi-media curriculum aids on minority women.

2. Show the filmstrip.

3. Discussion questions can be found in the user's guide that accompanies the filmstrip. In addition, participants may want to raise their own questions and share comments.

4. If time allows, ask participants if they have any ideas for classroom activities.

D. Time required: 30 minutes.

E. Reference:

Filmstrip User's Guide. Women's Educational Equity Act Program, U.S.O.E., Integrating Cultural Diversity into Non-Sex-Biased Curriculum, 1979. (Available from EDC, 55 Chapel Street, Newton, Massachusetts 02160.)

VII. CRITERIA FOR ASSESSING CURRICULUM MATERIALS

A. Purposes of the activity:

- Each participant will be able to increase her/his understanding of non-sexist, non-racist criteria for selecting bias-free student materials.
- Each participant will be able to analyze curriculum materials for sexism and racism.

B. Materials:

For workshop leader use:

"Analyzing Racism and Sexism in Student Materials"

For distribution to participants:

"Analyzing Racism and Sexism in Student Materials"
Pencils/pens

C. Procedures: Individual completion of exercise. Discussion of findings in small groups.

1. Suggested introduction:

> "We have already discussed the omissions and shortcomings of textbooks and curriculum materials regarding minority women. We have discussed reasons why we need to teach about minority women. Now, we want to give you criteria and practice which will help you evaluate materials in your classroom, your library, or anywhere in your school district.
>
> "Many of you may serve on a textbook selection committee. You may be the team leader or the department chair in your school. All of you have some choice of the supplementary materials used in your classroom.
>
> "Please take out the sheets 'Analyzing Racism and Sexism in Student Materials.' Work through the exercise individually using the textbook you brought with you. Read over all the categories and questions first. Then, use only the sections that apply to your book. Make notes as you go, and we will discuss your questions and concerns in the small groups at the end of fifteen minutes."

2. Allow fifteen minutes for individual completion. Divide into smaller groups. (If elementary and secondary teachers are present, they should divide into separate groups.)

3. Allow fifteen minutes to discuss findings and raise questions.

D. Time required: 30 minutes

E. References:

Council on Interracial Books for Children. Bulletin, Vol. 10, No's. 1 and 2, 1979.

Council on Interracial Books for Children. Guidelines for Selecting Bias-Free Textbooks and Storybooks. New York: Council on Interracial Books for Children, n.d.

ANALYZING RACISM AND SEXISM IN STUDENT MATERIALS

I. History

When textbooks or story books deal with history, they usually present a wholly white perspective, ignoring or demeaning Third World and women's perspectives. As you read, think about these questions:

A. Are historical events and developments which include whites and Third World peoples selected and presented only from a white-male perspective?

	YES	NO	N/A
1. Is there an explanation of the history of a dominated group from its own point of view?			
2. Do other continents and peoples come into the picture only after their "discovery" by Europeans?			

B. Is the conquering, colonizing, or colonial experience described as being beneficial to the people colonized or oppressed?

1. Is the removal of indigenous peoples from their homeland presented in such a way as to glorify the "pioneering spirit" of "frontiersmen" and "settlers"?			
2. Is a group or country presented as having been incapable of developing and maintaining a stable society until instructed in these skills by whites?			
3. Is white intervention in the internal affairs of Third World countries described as a noble act or an act of liberation?			
4. Are Third World countries or women regarded as a burden or problem for the European country or countries?			

C. Are liberation struggles viewed as insurrections and rebellions?

1. When heroes or heroines of the dominated group appear, do they have the same qualities as their equivalents in the dominating group?			
2. Are Third World or women's leaders glorified because they serve the interests of the dominant group?			

II. Geography

Texts generally define the geographical location of a country in terms of its relations to Europe and the U.S., ingoring its historical, cultural, and commercial relations with other areas. As you read, think about these questions:

A. Do the tables, illustrations, and maps present information in a Euro-centric way?

B. Is there a tendency to employ geographical terms which indicate that a country or areas within it are considered only in relation to Europe and the U.S.?

YES	NO	N/A

III. Economics

The scientific, technological, and industrial achievements of Europe and the U.S. are often presented as the moving beneficial force of all history. As you read, think about these questions:

A. Is the role of the colonizer in exploiting the resources and indigenous peoples of a country fully detailed?

B. Is "development aid" in international relationships described as purely humanistic?

C. Does the path of "development" always lead to the world of technology provided by Europeans?

D. Is poverty defined as a lack of Western goods?

IV. Life styles

Most books which report on Third World or minority values and life styles imply that they are inferior to white values and life styles. As you read, think about these questions:

A. Are white life styles presented as the "civilized model" for all peoples?

B. Are the customs, festivals, and celebrations of the colonized group presented as exotic, as superstitions, or somehow connected with the occult?

C. Is the assimilation of other peoples into white European culture regarded as desireable?

V. Biological and Intellectual Differences

Books often give the impression that whites are more intelligent and/or attractive than Third World peoples. As you read, think about these questions:

A. Are physiological characteristics of different races and sexes identified with different levels of intelligence, skill, and potential?

B. Does the book imply that cultural differences are transmitted genetically from one generation to the next?

C. Are power, initiative, leadership, and the competence to make decisions presented primarily as attributes of white males?

	YES	NO	N/A
A.			
B.			
C.			

VI. Language Implications

Books often imply that languages which are not spoken by white people are "dialects" or somehow inferior. As you read, think about these questions:

A. Is the language of indigenous or Third World people regarded as an inferior form of speech that should be suppressed or repressed?

B. Is the speech of Third World people ridiculed or demeaned?

A.			
B.			

VII. Author's Use of Words

An author's choice of words often serves to demean Third World people and women. As you read, think about these questions:

A. Is the dominated group called a "tribe," and are their homes called "huts," and their leaders called "chiefs"?

B. Are derogatory adjectives such as "primitive," "lazy," "treacherous," "savage," "wild," "pagen," "heathen," and "backward" used to describe dominated or colonized people?

C. Are dominated people "killed" while Europeans are "massacred"?

D. Is "black" symbolic of evil?

A.			
B.			
C.			
D.			

VIII. Story Line

A book's story line may repeat patterns which imply the superiority of white male characters. As you read, think about these questions:

	YES	NO	N/A
A. Are solutions to the problems of Third World characters or women found by whites, particularly white males?			
B. Are problems of Third World persons or women described as due to their own individual deficiencies -- for example, their inability to speak English or a European language well?			
C. Is the Third World person or woman presented as always forgiving and accepting of injustice?			
D. Is the Third World person or woman shown as sacrificing his or her life for a white to whom he or she has a servile relationship?			
E. Does a Third World person or woman have to be a super achiever in ways admired by white males to win acceptance from them?			

IX. Illustrations

Illustrations often stereotype or in other ways demean Third World or women characters. As you look, think about these questions:

A. In group illustrations, do whites, particularly white males, generally appear in central positions?			
B. Do all Third World characters of a racial group look alike?			
C. Are features which differ from those of Europeans exaggerated?			
D. Are Third World characters drawn like whites but with a tint put over their skin?			
E. Check for traditional stereotypes: the half-naked savage; the native servant; the passive, lazy native; the exotic Asians; the passive woman; the unimaginitive little girl; the welfare recipient; the ghetto or barrio dweller; problem-solving white male; etc.			

Adapted with permission from Interracial Books for Children, Bulletin, Vol. 10, No.'s 1 and 2, 1979.

VIII. ALTERNATIVE LANGUAGE EXERCISE

A. Purposes of the activity:

- Each participant will be able to increase her/his understanding of racist and sexist language.
- Each participant will be able to suggest non-racist, non-sexist terms or alternatives to racist and sexist language.

B. Materials:

For workshop leader use:

"Alternative Language Exercise" and answers
"Alternative Language Rationale"
"Guidelines for Non-Racist/Non-Sexist Books"
Newsprint and markers

For distribution to participants:

"Alternative Language Exercise"
"Alternative Language Rationale"
"Guidelines for Non-Racist/Non-Sexist Books"
Pens/pencils

C. Procedures: Individual completion of exercise. Small group discussion of exercise followed by large group discussion.

1. Suggested introduction:

"Language is an integral part of any culture. It reflects that society's attitudes and thinking.

"We have learned that the author's choice of words may create positive or negative feelings toward people or events. We have also learned that some words and phrases are viewed as insulting or degrading by minority people and women.

"'Loaded' words are expressions which reflect a subtle bias against a group. In teaching culturally diverse non-sex-biased curriculum, it is important to examine curriculum materials for loaded words.

"Are there any alternatives to loaded words? In this exercise, we will think of alternatives and think about subtle racism and sexism in language.

"Please take the 'Alternative Language Exercise' out of your folders. Work through the exercise individually, and, at the end of ten minutes, we will discuss our responses in small groups."

2. Allow ten minutes to complete the exercise.

3. Divide group into two small groups. Distribute "Alternative Language Rationale" and discuss responses of participants. Then, continue:

   Did anyone experience any difficulty in completing this exercise? Are there any questions or comments?

4. Leader should summarize this activity by noting that language is very powerful in shaping ideas and that everyone should be aware of the subtle racism and sexism that can be reflected in language.

5. "Please look at the 'Guidelines for Non-Racist, Non-Sexist Books.' This states the positive qualities that educators should look for in books and other educational materials. Read the items individually."

6. After individual reading, allow time for comments or questions.

7. Leader should summarize this activity by noting that participants should save this sheet for use as a quick reference when they are reviewing materials.

8. All participants should reassemble in the large group. Leader should conclude this section by noting that as one's awareness level increases, one will be able to identify the "loaded" words and phrases, the stereotypical pictures, and the biased information very quickly. The question then becomes, "What should I do when I spot these shortcomings in the materials I must use?"

9. Allow time for answers from the participants. Answers may be written on newsprint for all to see. The leader should add any or all of the following points if they are not brought up by the participants.

   - Use poor materials as teaching tools;
   - Point out inappropriate things -- students can brainstorm other ways that the information could have been presented;
   - Make a conscious effort to use non-racist, non-sexist language;
   - Require students to use non-racist, non-sexist language;
   - Initiate discussions on the motivation of authors;
   - Bring in non-racist, non-sexist books, posters, etc., to the classroom to use as alternatives;
   - Adapt lessons and add lessons when you spot stereotypes, omissions, or discrepencies.

10. Leader may note that tomorrow the participants will have an opportunity to correct some of the problem areas they have identified using the materials developed by the project, "Developing Multi-Media Curriculum Aids for Teaching About Minority Women."

11. Leader should conclude by reviewing the three components on increasing skills for assessing curriculum materials. Participants now have suggested guidelines for assessing materials, criteria for analyzing sexism and racism in materials, alternatives to loaded words, and guidelines for non-sexist, non-racist books.

D. Time required: 60 minutes.

E. References:

Council on Interracial Books for Children. Guidelines for Selecting Bias-Free Textbooks and Storybooks. New York: Council on Interracial Books for Children, n.d.

Matthews, Mary. "A Teacher's Guide to Sexist Words." Social Education, May 1977, pp. 389-397.

Moore, Robert. Racism in the English Language. New York: Racism and Sexism Resource Center for Educators, 1976.

ALTERNATIVE LANGUAGE EXERCISE

Read each word or phrase in the "loaded" column. Write an alternative word or phrase in the opposite column. The first few have been done for you.

"Loaded" words/phrases	Alternative words/phrases
underdeveloped	less industrialized
minority	People of Color; Third World
darkest Africa	Africa
policeman	police officer/person
chief	
tribe	
mailman	
fireman	
pagan religions	
hut	
natives	
stewardess	
jungle	
coolie	
massacred	
heathen	
ghetto	
tribal warfare	
barrio	
Columbus discovered America	
primitive	

ALTERNATIVE LANGUAGE EXERCISE

Answers

Read each word or phrase in the "loaded" column. Write an alternative word or phrase in the opposite column. The first few have been done for you.

"Loaded" words/phrases	Alternative words/phrases
underdeveloped	less industrialized
minority	People of Color; Third World
darkest Africa	Africa
policeman	police officer/person
chief	leader
tribe	nation; people; group; society
mailman	mail carrier; postal worker
fireman	fire fighter
pagan religions	religions; or name the specific religions
hut	house; dwelling; home
natives	people; inhabitants; indigenous; aboriginals
stewardess	flight attendent; cabin attendent
jungle	tropical rain forest; rain forest; forest
coolie	worker; laborer
massacred	killed; defeated
heathen	no alternative (should not be used)
ghetto	neighborhood; residential area
tribal warfare	conflict among diverse peoples; sub-national conflict
barrio	neighborhood
Columbus discovered America	Columbus visited or explored America
primitive	less industrialized

ALTERNATIVE LANGUAGE RATIONALE

"Loaded" words/phrases - expressions that reflect a subtle bias against a group; words that do not form discrete categories and, therefore, cannot be applied universally.

1. underdeveloped - used to emphasize the difference in material growth and technology between nations as well as groups within these nations. The difference falls suspiciously between European and non-European peoples and dramatically between colonizing and colonized countries of the world. Leads to a wide range of assumptions based on broad generalizations such as: political instability, rural stagnation, poverty, dictatorship or anarchy, non-Christian, cultural backwardness.

2. minority - a euphemism for non-white(s) who comprise 75% of the world's population. A subtle but important nuance of meaning. Elevates, through implication, the Euro-American standard to universal proportions.

3. darkest Africa - a product of the colonial era in Africa reflecting the lack of information available to Europeans, particularly those seeking to penetrate the Central African forest; connotes a graphic inferiority of Africans in general and implies a lack of "civilizing influences"; connects with fear of dark in part of psyche formulated during pre-adolescent period; projection of inadequacy onto Africans.

4. policeman - implies only men are suited and acceptable for job; suggests that temperment, character, and physical orientation of males qualifies them inherently; carries authority of tradition.

5. chief - a word of French derivation used to describe any person appearing to have authority in the lands the Europeans contacted after the middle ages; mostly inaccurate and used in a general, pseudo-familiar way in reference to African, Indian, some Asian leaders; shows lack of regard for complex patterns of authority among non-Europeans; implies male supremacy and a certain degree of authoritarianism.

6. tribe - an anthropological insult to non-white groups, derived from ancient Romans; rarely used in reference to whites; assumes the lack of sophisticated political organization and a certain level of archaic behavior/beliefs; too general to be of any conceptual value; often used as a pejorative expression in relating to former colonized peoples.

7. mailman - same as "policeman."

8. fireman - same as "policeman."

9. pagan religions - the word, "pagan," comes from the Latin word for country dweller. It has come to mean in addition to non-urban: non-Christian (depending on the user, a non-Muslim, non-monotheistic), savage, vulgar, exotic, hedonistic, non-white, wildly sexual, and irreligious. Wherever and however it is used, it generally represents the ignorance of the user and her/his distance from the group/region in question.

10. hut - an old German word referring to a dwelling made of skins or hides; universally used to indicate the backwardness, poverty, and inferiority of non-European, non-bourgeois living quarters; assumes that Europeans never lived in similarly simple fashion; suggests general stagnation.

11. natives - a subtle distinction between indigenous and non-indigenous peoples with the emphasis on the inferiority of the aboriginal people; a generalization representing the arrogance of colonial officials in refusing to distinguish between sub-national/local groups; particularly applicable to Africa, Asia, Polynesia, and pre-European North America; often used to connote whites condescending to accept other values/ customs, i.e. "going native."

12. stewardess - diminutive use of word carrying great responsibility when applied to a man, i.e. steward; meaning little more than a flying waitress when suffix -ess is added; decreasing usage within air-line industry.

13. jungle - from the Hindi word for impenetrable mass of tropical vegetation; popularized in Colonial period to indicate the response of Europeans to tropical rain forest; used by implication to connote lack of order, "development," and primitivism. Associated greatly with Africa, Latin America, and some parts of Asia.

14. coolie - a Hindi word for unskilled laborer used generally as an insulting lumping of all non-merchant Chinese workers; also implies submissiveness and rank simple-mindedness.

15. massacre(d) - used universally to describe a conflict in which non-whites triumphed over whites; employed to further the myth of indigenous savagery; a psychological projection of white inferiority onto non-white peoples; attempts to degrade non-white resistance; justification of use of brutality in attacking aboriginal peoples and seizing their lands.

16. heathen - refers to an unconverted person or member of a nation not believing in the God of Judeo-Christian Bible; sometimes used by monotheists to refer to polytheists; implies inferiority, unworthiness, lack of humanity, civilization, and intelligence. It generally is considered archaic usage and clear indication of bias.

17. ghetto - originally used to indicate the sector of European cities where Jews were expected and often forced to live; emphasis has shifted to imply any Black urban poor community as well as any Hispanic, Indian, or recent Asian-arrival neighborhood; reflects physical displacement of negative characteristics in white groups; often a synonym for tough, rowdy, street wise, or loose.

18. tribal warfare - used to characterize sub-national conflict involving contending indigenous groups; relates specifically to Western analysis of post-colonial African political differences; arrogant assumption of European supremacy; an ahistorical summation of African/Asian contemporary internal affairs.

19. barrio - a Spanish word originally meaning "of the open country" and used to refer to settlements of formerly rural people living in one or two sections of a city; now applied with same sense as ghetto in referring to Mexican American non-middle class communities.

20. exploration vs. discovery - the use of the word "discovery" in characterizing the coming of Europeans to the ancient lands of the Western Hemisphere suggests passivity and general naivete on the part of the original inhabitants; a direct result of the destruction of the aboriginal people's history and the supplanting of the record of European conquest.

21. primitive - this word has lost most of its genuinely scientific meaning and is used subjectively to refer to any assumed by the user to be less contemporary and, therefore, more exotic, erotic, backward, and generally non-white.

GUIDELINES FOR NON-RACIST, NON-SEXIST BOOKS

The following qualities help to make a non-racist, non-sexist student's book.

A. The material is presented in such a manner as to eliminate feelings of superiority or inferiority based on race or sex.

B. Positive Third World and women role models with whom students can identify are presented.

C. Third World customs, life styles, and traditions are presented in a manner which explains their value and meaning.

D. Family relationships are portrayed in a warm and supportive manner.

E. The role of women in the development of their societies and their impact on history are neither under nor over emphasized.

F. The role of Third World people and women in shaping historical events in their own country and in the world is accurately portrayed from their own perspective.

G. The illustrations are non-stereotypical and portray Third World people and women accurately in active and meaningful roles.

H. Words and expressions that Third World people and women deem insulting and degrading are not used.

I. The language of Third World people is treated with respect and presented accurately.

Adapted with permission from Interracial Books for Children, Bulletin, Vol. 10, No's. 1 and 2, 1979.

IX. BLACK WOMEN

A. Purpose of the activity:

- Each participant will be able to discuss the past and present status of Black women.

B. Materials:

For workshop leader use:

Filmstrip projector and cassette player
User's guide and filmstrip, Not About To Be Ignored

C. Procedures: View filmstrip and discuss.

1. Introduce the filmstrip, Not About To Be Ignored. Remind participants to take notes or write down ideas to be used in developing lesson plans using the multi-media curriculum aids on minority women.

2. Show the filmstrip.

3. Discussion questions can be found in the user's guide that accompanies the filmstrip. In addition, participants may want to raise their own questions and share comments.

4. If time allows, ask participants if they have any ideas for classroom activities.

D. Time required: 30 minutes.

E. Reference:

Filmstrip User's Guide. Women's Educational Equity Act Program, U.S.O.E., Integrating Cultural Diversity into Non-Sex-Biased Curriculum, 1979. (Available from EDC, 55 Chapel Street, Newton, Massachusetts 02160.)

X. LESSON PLAN FORMAT

A. Purpose of the activity:

- Each participant will be able to define the various components of the lesson plan format.

B. Materials:

For workshop leader use:

"Lesson Plan Format -- Definitions"

For distribution to participants:

"Lesson Plan Format -- Definitions"
Teacher's guides which accompany the multi-media curriculum aids on minority women

C. Procedures: Explain the lesson plan format, review lesson plans from guides, and discuss.

1. Suggested introduction:

> We are new going to review the lesson plan format used in the teacher's guides for the multi-media curriculum aids on minority women. Please take out the "Lesson Plan Format -- Definitions" sheet.

2. Review each section of the lesson plan format by reading or summarizing the definitions.

3. Pass out the teacher's guides which accompany the multi-media curriculum aids. Together as a group, have participants look at one or two of the lesson plans. (For elementary groups, explain that the general lesson plans provide ideas for each component of the lesson plan. The teacher-developed plans are specific and drawn from the general lesson plans.)

   Explain that on the next day, participants will be given time to select and adapt lessons for their own use. The lessons are primarily examples of ways to utilize the various multi-media curriculum aids on minority women.

4. Collect the guides at the end of this session.

D. Time required: 30 minutes.

E. References:

Banks, James A. Teaching Strategies for Ethnic Studies, Second Edition. Boston: Allyn and Bacon, 1979.

LESSON PLAN FORMAT -- DEFINITIONS

NAME: _____ SCHOOL: _____

SUBJECT: _____ GRADE LEVEL: _____

Title of Lesson:

Group(s): This component outlines the name(s) of the minority group you are teaching about. (American Indian, Asian American, Black, Hispanic.)

Key Concept(s): A key concept states the term or phrase that classifies a wide range of facts. Key concepts state the theme or focus of the lesson.

Generalization(s): A generalization is a sentence that summarizes the relationship between two or more concepts. It states a general rule or principal based on fact(s). It states the knowledge to be learned through the lesson.

Behavioral Objective(s): The behavioral objective states what the student will be able to do at the end of the lesson. The objective(s) is(are) stated in terms of student behavior or performance. Each objective should state only one learning outcome.

Teaching Procedures and Activities: These are statements describing the things the students and teacher will do in order to reach the objectives stated above. Each statement identifies the person(s) who will carry out the activity (teacher, students, committee, etc.)

Evaluation Procedure(s): These are statements describing what the students will do to show they have reached the objectives. The procedures clearly relate to the content and activities.

Resources and Materials: All materials, supplies, books, etc. that are needed for the lesson are listed.

IX. HISPANIC WOMEN

A. Purpose of the activity:

- Each participant will be able to discuss the past and present status of Hispanic women.

B. Materials:

For workshop leader use:

Filmstrip projector and cassette player
User's guide and filmstrip, La Mujer Hispana: Mito y Realidad/ The Hispanic Woman: Myth and Reality

C. Procedures: View filmstrip and discuss.

1. Introduce the filmstrip, La Mujer Hispana: Mito y Realidad/The Hispanic Woman: Myth and Reality. Remind participants to take notes or write down ideas to be used in developing lesson plans using the multi-media curriculum aids on minority women.

2. Show the filmstrip.

3. Discussion questions can be found in the user's guide that accompanies the filmstrip. In addition, participants may want to raise their own questions and share comments.

4. If time allows, ask participants if they have any ideas for classroom activities.

D. Time required: 30 minutes.

E. Reference:

Filmstrip User's Guide. Women's Educational Equity Act Program, U.S.O.E., Integrating Cultural Diversity into Non-Sex-Biased Curriculum, 1979. (Available from EDC, 55 Chapel Street, Newton, Massachusetts 02160.)

DAY II

I. MATERIALS REVIEW

A. Purpose of the activity:

. To introduce participants to the multi-media curriculum aids on minority women.

B. Materials:

For workshop leader use:

Elementary kits on minority women:
- American Indian Girls
- Asian American Girls
- Black Girls
- Hispanic Girls

Secondary materials:
- Minority Women in Math and Science
- Poster kits:
  - American Indian Women
  - Asian American Women
  - Black Women
  - Hispanic Women

Filmstrip projector and cassette player

For distribution to participants:

For elementary teachers, the above elementary materials.

For secondary teachers, the above secondary materials.

C. Procedures: Examine the materials and discuss them.

Notes: If both elementary and secondary teachers are in the workshop, they should be divided into two rooms and a leader assigned to each group.

In regard to the elementary kits, the leader should be familiar with the teacher background information found in each teacher's guide. Remind participants not to overgeneralize from the experiences of the girls featured in the kits.

1. Distribute a packet containing the multi-media curriculum materials and briefly introduce each aid.

2. Have participants examine each aid. The leader should "walk them through" each piece of material.

3. Discuss ways in which the participants can use the various aids in their classrooms.

D. Time required: 60 minutes.

II. LESSON PLANNING

A. Purpose of activity:

- Each participant will be able to develop lesson plans for using the multi-media curriculum aids on minority women with her/his students.

B. Materials:

For workshop leader use:

"Lesson Plan Format -- Definitions" (distributed in earlier session)
"Lesson Plan Format"
Newsprint and felt-tip pens (optional)

For distribution to participants:

"Lesson Plan Format -- Definitions" (distributed in earlier session)
"Lesson Plan Format"
Pens/pencils

C. Procedures: Individual work on lesson plans.

1. Review the definitions of the components found on the "Lesson Plan Format -- Definitions" sheet.

2. Individuals are to develop their own lesson plans and/or adapt lesson plans from the teacher's guide to their specific classroom situations. The leader should rotate around to each participant to provide assistance.

   Note: If participants appear confused, the leader may want to develop/adapt a lesson plan with the group using newsprint and a felt-tip pen.

D. Time required: 3½ hours.

E. References:

Teacher's guides which accompany the various multi-media curriculum aids.

LESSON PLAN FORMAT

NAME: _____ SCHOOL: _____

SUBJECT: _____ GRADE LEVEL: _____

Title of Lesson:

Group(s):

Key Concept(s):

Generalization(s):

Behavioral Objective(s):

Teaching Procedures and Activities:

Evaluation Procedure(s):

Resources and Materials:

III. CONSTRUCTIVE SHARING

A. Purposes of the activity:

- Each participant will be able to share one lesson with the group.
- Each participant will be able to provide and be provided with feedback from other participants.

B. Materials: Participant-developed lesson plans.

C. Procedures: Individual presentations of lesson plans and group discussion.

- Each participant will present one of her/his lessons. After each presentation, ask the group to provide suggestions for further resources and materials, student activities, and teaching procedures.

D. Time required: 60 minutes.

IV. WORKSHOP EVALUATION AND SUMMARY

A. Purpose of the activity:

- Each participant will be able to review and evaluate the workshop activities.

B. Materials:

For workshop leader use:

"Workshop Evaluation Form"

For distribution to participants:

"Workshop Evaluation Form"
Pens/pencils.

C. Procedures: Individuals complete evaluation forms.

1. Distribute workshop evaluations to participants and collect them when they have finished completing them.

2. The leader(s) should thank participants for attending the workshop, and, if needed, arrange for follow-up sessions.

D. Time required: 15 minutes.

Using Multi-Media Curriculum Aids for Teaching About Minority Women

Workshop Evaluation Form

This survey gives you an opportunity to share with us your views about the workshop. For each item, please indicate the response closest to your opinion by circling the appropriate number. Rate the items in terms of both usefulness and interest on a scale of 1 to 5.

1. Not useful/Interesting
2. Slightly useful/Interesting
3. Useful/Interesting
4. Very useful/Interesting
5. Exceptionally useful/Interesting

Circle only one number for each item. Thank you for your help. We shall use the information from this survey to gauge and improve the effectiveness of our materials and methods.

1. Getting Acquainted Exercise
   Use 1 2 3 4 5
   Interest 1 2 3 4 5
   Comment:

2. Terminology/Definitions
   Use 1 2 3 4 5
   Interest 1 2 3 4 5
   Comment:

3. Filmstrip, American Indian Women, and discussion
   Use 1 2 3 4 5
   Interest 1 2 3 4 5
   Comment:

4. Materials Assessment Exercise
   Use 1 2 3 4 5
   Interest 1 2 3 4 5
   Comment:

5. Filmstrip, Asian American Women, and discussion
   Use 1 2 3 4 5
   Interest 1 2 3 4 5
   Comment:

6. Criteria for Assessing Curriculum Materials
   Use 1 2 3 4 5
   Interest 1 2 3 4 5
   Comment:

7. Alternative Language Exercise
   Use 1 2 3 4 5
   Interest 1 2 3 4 5
   Comment:

8. Filmstrip, Black Women, and discussion
   Use 1 2 3 4 5
   Interest 1 2 3 4 5
   Comment:

9. Lesson Plan Format
   Use 1 2 3 4 5
   Interest 1 2 3 4 5
   Comment:

10. Filmstrip, Hispanic Women, and discussion
    Use 1 2 3 4 5
    Interest 1 2 3 4 5
    Comment:

11. Review of Multi-Media Curriculum Aids
    Use 1 2 3 4 5
    Interest 1 2 3 4 5
    Comment:

12. Lesson Planning
    Use 1 2 3 4 5
    Interest 1 2 3 4 5
    Comment:

13. Sharing of Lesson Plans
    Use 1 2 3 4 5
    Interest 1 2 3 4 5
    Comment:

14. Overall, what do you feel are the most positive aspects of the workshop?

15. Overall, what do you feel are the most negative aspects of the workshop?

16. Do you have any other comments about the workshop?

17. What are your suggestions for follow-up workshops?

ANNOTATED BIBLIOGRAPHY ON WOMEN OF COLOR

I. Books

American Indian

Gridley, Marion. American Indian Women. New York: Hawthorn Books, Inc., 1974.

Biographies of eighteen Indian women, ranging from Sacajawea and Pocahontas to Maria and Marjorie Tallchief, are found in this book. A brief bibliography of books on and about Indian women is also included.

Katz, Jane B. (ed.). I Am the Fire of Time: The Voices of Native American Women. New York: E.P. Dutton, 1977.

This anthology documents the contrast between the old world of the Native American woman and the new. Part I includes songs, prayers, and oral history. Indian women relate rituals, roles, and varied life styles in tribal society. Part II features contemporary poetry and prose as well as interviews with Indian women from all walks of life. They share their concerns for today and hopes for tomorrow.

Medicine, Bea. The Native American Woman: A Perspective. Austin: National Educational Laboratory, 1978.

This is a compact guide to several issues and perspectives involving Indian women sponsored by an H.E.W. grant and meeting the approval of the Indian Parent Council. It presents the viewpoints of an Indian anthropologist and specialist in Indian affairs on such topics as: Native Americans and anthropology, the history and ethnography of the Native American woman, and Native American women in transition. The chapter on contemporary issues in perspective outlines the concerns of Indian women as a group and emphasizes their inexpendable contributions to their society. A bibliography is also included.

Medicine, Beatrice. "The Role of Women in Native American Societies: A Bibliography." The Indian Historian, Vol. 8, No. 3, Summer 1975, pp. 50-54.

This is a thorough bibliography of primary and secondary source materials on Indian women.

Niethammer, Carolyn. Daughters of the Earth. New York: Collier Books, 1977.

This is one of the first books to document the experiences of American Indian women. It contains factual information on the traditional lives of Indian women from birth through death.

Witt, Shirley Hill. "Native Women Today: Sexism and the Indian Woman," in Sue Cox (ed.). Female Psychology: The Emerging Self. Chicago: SRA, 1976, pp. 249-259.

The author criticizes the stereotypical portrayal of Indian women in the media and deplores the oppression of these women in all facets of their lives. Witt hopes that all women of color will recognize the commonality of their needs and suggests that if some commonalities between minority and majority women can be identified, a national movement for equality can be developed.

Asian American

"Asian American Women - Part 1." Bridge, Vol. 6, No. 4, Winter 1978-79, pp. 16-33.

This special section in Bridge contains an overview of Asian American women, an Asian American woman's perspective on feminism, historical articles about prostitution in San Francisco Chinatown and a Korean picture bride in Hawaii, and a bibliography on Asian American women.

"Asian American Women - Part 2." Bridge, Vol. 7, No. 1, Spring 1979, pp. 9-49.

A large part of this section includes poetry by a variety of Asian American women. Contemporary perspectives on being an Asian woman and a history of Pilipino women in Hawaii are also found in this issue.

Asian Women. Los Angeles: University of California, 1975.

This journal is a collection of articles and poems by Asian women. Articles on the Asian woman's history, self-concept, and oppression as well as contemporary issues are included.

Asian Writers Project. Sojourner IV. Berkeley Unified School District: Berkeley High Asian Student Union, 1974.

This volume contains stories, poems, drawings, and photos by Asian American students and parents. Chapters include: "Sojourners," "Asian Women," "Being Asian," "Family," "Our Struggle," and "We Are."

Fujitomi, Irene and Diane Wong. "The New Asian-American Woman," in Sue Cox (ed.). Female Psychology: The Emerging Self. Chicago: SRA, 1976, pp. 236-248.

The authors analyse the experiences of Asian females in America and provide a historical and contemporary framework for understanding Asian American women.

Black

Noble, Jeanne. Beautiful, Also, Are the Souls of My Black Sisters: A History of the Black Woman in America. Englewood Cliffs: Prentice-Hall, 1978.

This panoramic account of the contributions of women of African descent also delves into contemporary issues confronting Black women in America. It succeeds in offering information about individuals and some statistics about Black women as a group. The author does not avoid controversy and sidesteps the traditional "roll-call-of-notable-Negroes" approach to historical writing by giving an analysis of each group of women she discusses.

Norton, Eleanor Holmes. "For Sadie and Maude," in Robin Morgan (ed.). Sisterhood is Powerful. New York: Vintage, 1970, pp. 297-404.

Although Black women have a different perspective on the women's movement than white women, Norton insists Black women must embrace both Black and women's liberation.

Rodgers-Rose, La Frances (ed.). The Black Woman. Beverly Hills: Sage Publications, Inc., 1980.

This anthology contains articles which analyze the Black woman and examine her relationship to the Black man, family, community, the political and educational systems, and the economy.

Sterling, Dorothy. Black Foremothers: Three Lives. New York: The Feminist Press, 1979.

The life stories of three heroic Black women are presented with photographs and artwork. The story of Ellen Craft describes the abolitionist career of the former Georgia slave. The cursade against lynching of the noted Black journalist, Ida B. Wells, preceeds the story of Mary Terrell, a leader in the civil rights and world peace movements.

Wallace, Michele. Black Macho and the Myth of the Super Woman. New York: The Dial Press, 1978.

Ms. Wallace examines the creation of the "Black Macho" mystique and analyzes its effect on the needs of Black women and children. She investigates the image of the Black woman in terms of the "double bind" she faces from the Black male and the white ideas of manhood.

Hispanic

Cotera, Martha P. Diosa y Hembra. Austin: Statehouse Printing, 1976.

An overall reference on the Chicana that includes history, socio-economic profile, family characteristics and dynamics, and a contemporary assessment of the contemporary Hispanic woman. This work has a vigorous discussion of feminism within the context of Chicana culture.

King, Lourdes Miranda. "Puertorriqueñas in the United States," Civil Rights Digest, Vol. 6, No. 3, Spring 1974, pp. 20-28.

This article provides an overview of the status of Puerto Rican women in the United States as well as in Puerto Rico. Topics covered are employment, stereotypes, impact of double discrimination, and the women's movement.

La Luz, Vol. 7, No. 11, November 1978.

This issue of La Luz is a special Hispanic women's edition and includes articles covering a variety of topics such as Hispanic women and social change, Spanish feminity, and Hispanas in the space program.

"The Latina Today." Nuestro, Vol. 3, No. 5, June/July, 1979.

This special issue of Nuestro features articles on outstanding Hispanic women such as Antonia Pantoja, Graciela Olivarez, and Ramana Bañuelos, the Latina's struggle, stereotypes, and male-female relationships. Also included are poems by several Hispanic female poets.

Nieto-Gomez, Anna. "Heritage of La Hembra," in Sue Cox (ed.), Female Psychology: The Emerging Self. Chicago: SRA, 1976, pp. 226-235.

A Chicana scholar examines the Mexican roots of Mexican American women. The Chicana today is confronted with the psychological heritage and images arising from the Spanish conquest, the encomienda system, and the colonial Catholic church. This article provides background material for understanding the context from which the contemporary Mexican American woman is emerging.

Multi-Racial

Hart, Donna. "Enlarging the American Dream." American Education, Vol. 13, No. 4, May 1977, pp. 10-16.

This article views the cultural heritages of Asian American, Black, Hispanic, and Indian women and suggests some strategies for meeting their particular educational needs. It offers the concept of cultural pluralism as the hope that non-white ethnic women have in getting others to understand, promote, and respect differences in cultural patterns and learning styles in America and in advancing themselves in the dominant culture.

Civil Rights Digest, Vol. 6, No. 3, Spring 1974, entire issue.

The entire issue of this quarterly is devoted to feminist perspectives on racism and sexism. The articles are written by authors representing each group of American minority women as well as the views of both a Black and white male. Resource, reading, and viewing lists are also included.

II. Audio-visuals

The Chicana: Past and Present. South Pasadena: Bilingual Educational Services, 1978.

This set of three filmstrips is designed to inform students of the many achievements and potentials of Chicanas. (Filmstrips and cassettes.) Filmstrip titles are:

1. The Chicana's Role in History
2. The Chicana in Contemporary Life
3. Contributions of Chicanas in Art and Literature.

Chicano History of the Southwest, Set I: Mother of God. South Pasadena: Bilingual Educational Services, 1978.

An early female settler of Spanish New Mexico struggles to create a new life. (Filmstrip and cassette.)

Chicano History of the Southwest, Set II: A Chicana from Aztlan. South Pasadena: Bilingual Educational Services, 1978.

A young Chicana artist views her cultural roots as originating from all parts of the world. (Filmstrip and cassette.)

The following filmstrips were developed by a W.E.E.A. project, Integrating Cultural Diversity into Non-Sex-Biased Curriculum, and are available through Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160:

Filmstrip No. 1, America's Women of Color: Past, Present, and Future, presents an overview of the American Indian, Asian American, Black, and Hispanic women in America as compared to white women. It discusses employment, historical figures, stereotyping, and issues of concern to both minority and non-minority women.

Filmstrip No. 2, American Indian Women, covers traditional and present-day roles of American Indian women. It also presents current concerns of American Indian women.

Filmstrip No. 3, Asian American Women, gives an overview of Asian American history and early Asian women, cultural traditions and values, stereotypes, and present-day concerns.

Filmstrip No. 4, La Mujer, Hispana: Mito y Realidad/The Hispanic Woman: Myth and Reality, presents information on three groups of Hispanic women: Chicanas, Cubanas, and Puertorriqueñas. Topics included are historical roles and areas of involvement.

BEST COPY AVAILABLE

Filmstrip No. 5, Not About To Be Ignored, provides an overview of Black women in America in the past and present.

Sources of Strength: Women and Culture. Newton: Education Development Center, Inc., 1979.

This kit includes teacher's guide, annotated bibliography, and oral history cassette tapes focusing on lessons and activities for students as well as background information for teachers. African, Chinese, Afro-American, and Chinese American women are highlighted. It was developed through a Women's Educational Equity Act grant. (Books and cassette.)